

The Teacher that is Liked

What Some of Our Bright Girls and Boys Say

We are writing with a pile of post cards before us, on which are given straightforward answers by scores of Sunday School scholars from ocean to ocean, to the question "why do you like your Sunday School Teacher?" We have been analyzing these cards. They are manifestly honest throughout, and show just the things girls and boys like most in their teachers. Here are a couple of the cards which we reproduce in exact form as samples. We have many more just as good as you will see if you read this article through.

And yet fifteen make special reference to the teacher as a "good Christian" who "lives right," "keeps the rules of the church," and is a "good example" for the scholar to follow. Personal characteristics that are most valued seem to be "kindness and patience." One says the teacher "never gets cross," another "is always smiling," another "looks on the sunny side," while another is liked because "he knows boys will be boys." Evidently the scholars place a high sense of appreciation on consideration and forbearance on the part of the teachers.

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FOR CORRESPONDENCE

WHY I LIKE MY S. S. TEACHER

I like my teacher because she explains the lessons so clearly and so that we can understand them perfectly and also makes them more interesting. Because we see she is so much in earnest.

WHY I LIKE MY S. S. TEACHER

Is because her teaching makes Sunday School the most attractive place to spend an afternoon, and she, in everyday life, brings Christ into the most prosaic occupation, thus proving the reality of religion.

An analysis shows that the personal interest of the teacher in the members of the class comes first. Many refer to it. This is what we would expect, and the lesson for you teacher, is that if you would interest your class in the lesson, you must be personally interested in your members. Several write in the strain of the following, "I like my Sunday School teacher because she takes such an interest in me, and is not only my teacher but my friend." That word "friend" is most suggestive.

The next excellent quality in order of value according to our cards, is in explaining the lesson and making it interesting. Twenty-one refer to this definitely, and many others mention it indirectly. One says the teacher always "tells a story," another "uses the blackboard," another "does not lecture," eleven speak of the teachers using "simple language" and being "easily understood." Four say their teacher always comes "well" or "thoroughly" prepared, one tells how the teacher interests the class by sometimes letting a scholar teach, and several refer to their teachers as always doing their best. "Teacher, you can spend a very profitable half-hour in quiet self-examination on points suggested by these references.

The teacher as a Christian is referred to less frequently than as an instructor.

But a few sample cards will express the sense of the whole quite clearly, and all we ask is, that every teacher, having read this through, will honestly seek to so improve in all that pertains to good teaching that there will be in his or her own mind a satisfaction of doing one's best, and that there may be no reasonable ground of complaint in the minds of the class.

SAMPLE STATEMENTS OF SCHOLARS.

"Her teachings are brief but beneficial."

"After teaching the lesson our teacher points out the practical applications for every day life which occur in the lesson, so that we have something out of the lesson to help us after we have left Sunday School."

"I like her because she is so patient and kind to her class, treating everyone alike, and she has an interesting way of teaching the lesson."

"Because she teaches us thoroughly. Because she is very nice. Because when she went away she supplied us with a teacher whom she knew we would like."—(That last reason is worth thinking over.)

"I like my teacher because he teaches me to live my life more like Christ's life."

"1. Because he takes an interest in his pupils. 2. Because he prepares his lesson. 3. Because he practices what he preaches." (Three good words, "prepares," "preaches," "practices.")

"I like my Sunday School teacher because she makes the lesson interesting by the use of a blackboard, and for the interest she takes in each of her scholars outside of the Sunday Schools."

"I like my teacher first on account of her unselfishness and earnestness, and I like her on account of the way she teaches the lesson, how she puts her whole being into it and seems to fairly make it live. She never brings any half-prepared lessons or tries to make excuses. She spares neither her time nor her money in trying to benefit our class. I like her also as a personal friend."

"She is so kind to us, and takes an interest in our everyday life. She is at Sunday School when it is as late as possible, and often at an inconvenience to herself. She is a true Christian and I am sure we are benefited by her prayers. She tries her best to teach us the way to Christ. Although we are often very inattentive, she never gets cross. She is pleasant in disposition and always smiling and looking on the sunny side."

"I like my Sunday School teacher because she takes such an interest in her class. She has a family, yet she devotes a great deal of time to her 'boys,' as she calls us. She presents the lesson truths in such an interesting manner that the most mischievous among us sit up and listen amazed. They very look on her face brightens the classroom the moment she enters and everyone in the class would do anything for her."

Now, teacher, "who is who" but more practically where and what are you in this glorious calling?

A Good Superintendent

The following note has been received from an Ontario village: "Our greatest need is a good superintendent. Please tell us how to distinguish a person who will make a good one, and how to train him when we have found such a one."

At a recent Sunday School Institute, considerable time was spent in Round Table Conference on the qualities of a good superintendent. The summary of these as given by the secretary of the meeting at its close was as follows:

1. He should have "a good head."
2. He should be a "consistent Christian."
3. He should "carry the school in his heart."
4. He should "be always present."
5. He should "have ability in generalship."
6. He should be "sociable out of school."
7. He should be in all school duties,
 - (a) Active.
 - (b) Systematic.
 - (c) Prompt.
 - (d) Progressive.

These points were not presented by the speaker, but were suggested by the members. The assent of the Conference being given to the various items in the bill, the leader (who was none other than the Editor who writes this), asked if there was any such a man present. Of course, none claimed to possess all these qualities; but the consensus of opinion was that all should cultivate them. A first-class Sunday School superintendent cannot be made to order. But find a man who has the first two qualities named, and who will consent to the next two, and the others will come by experience if he be but devoted and faithful.

Let none be discouraged, but all aim at such good qualities in conducting the school affairs. Growth in experience will bring increase of usefulness. We do not